Arizona CTE

Early Childhood Education (2024)

EXAMINE THE CONCEPTS, IMPLICATIONS, AND THEORETICAL APPROACHES OF EARLY CHILDHOOD EDUCATION 1	**1** Explore influences on human development (e.g., environmental, psychological, cultural, genetic, and hereditary factors) 1.1
	2 Compare and contrast child development theories and their implications (e.g., Piaget, Maslow, Vygotsky, Gardner, and Erikson) 1.2
	3 Compare and contrast teaching approaches for early childhood education (i.e., Constructivist, Collaborative, Inquiry-Based Learning, etc.) 1.3
	4 Compare and contrast various early childhood programs and their implications (e.g., Montessori, Reggio, and Head Start) 1.4
	5 Identify the developmental domains (e.g., physical, social, emotional, cognitive, and language and communication) 1.5
	6 Explore and identify current early brain development research and its applications (i.e., Daniel Siegel and the Mindful Awareness Research Center, pruning, influences of early experiences on brain development, structure of the brain, etc.) 1.6
EXAMINE THE FACTORS INFLUENCING PRENATAL DEVELOPMENT 2	**1** Identify the stages of prenatal development (e.g., germinal, embryonic, and fetal stages) 2.1
	2 Explain the effect of genetic factors on prenatal development (i.e., chromosomal errors, genetic predispositions, etc.) 2.2
	3 Explain the effect of maternal health, prenatal care (e.g., age, nutrition, existing medical conditions, environment, and regular medical checkups), and lifestyle choices (i.e., drugs, alcohol, smoking/vaping, etc.) on prenatal development 2.3
	4 Explain the effect of environmental factors on prenatal development (i.e., pollutants, chemicals in pesticides and cleaning agents, etc.) 2.4
	5 Identify causes of common birth defects (i.e., down syndrome, cleft lip/palate, cerebral palsy, etc.) 2.5
EX DE	Skip to main content **:ompare and contrast characteristics of typical and atypical development in nfants (e.g., physical and motor skills, cognitive, social, and emotional)** 3.1

TO 12 MONTHS) 3	2	Describe social development in infants (e.g., acquisition of skills and behaviors enabling interaction with others and understanding social cues) 3.2
	3	Discuss the emotional development of infants (e.g., acquisition of skills related to understanding, expressing, and regulating emotions) 3.3
	4	Describe language and communication development in infants (e.g., verbal and nonverbal) 3.4
	5	Describe cognitive development in infants (e.g., acquisition of skills related to understanding, processing, and organizing information about the world around them) 3.5
	6	Describe physical development in infants (e.g., rapid changes in size, strength, coordination, motor skills, and sensory abilities) 3.6
	7	Explain how developmentally appropriate play impacts overall development of infants in each domain (e.g., social, emotional, language and communication, cognitive, and physical) 3.7
EXAMINE TODDLER DEVELOPMENT (12 TO 36 MONTHS) 4	1	Compare and contrast characteristics of typical and atypical development in toddlers (e.g., physical and motor skills, cognitive, social, and emotional) 4.1
	2	Describe social development in toddlers (e.g., acquisition of skills and behaviors enabling interaction with others and understanding social cues) 4.
	3	Discuss the emotional development of toddlers (e.g., acquisition of skills related to understanding, expressing, and regulating emotions) 4.3
	4	Describe language and communication development in toddlers (e.g., verbal and nonverbal) 4.4
	5	Describe cognitive development in toddlers (e.g., acquisition of skills related to understanding, processing, and organizing information about the world around them) 4.5
	6	Describe physical development in toddlers (e.g., motor skills, strength, coordination, and sensory abilities) 4.6
	7	Explain how developmentally appropriate play impacts overall development of toddlers in each domain (e.g., social, emotional, language and communication, cognitive, and physical) 4.7
EXAMINE PRESCHOOL DEVELOPMENT (3 TO 5 YEARS) 5	1	Compare and contrast characteristics of typical and atypical development in preschoolers (e.g., physical and motor skills, cognitive, social, and emotional) 5.
		)escribe social development in preschoolers (e.g., acquisition of skills and ehaviors enabling interaction with others and understanding social cues) 5.

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	3 Discuss the emotional development of preschoolers (e.g., acquisition of skills related to understanding, expressing, and regulating emotions) 5.
	4 Describe language and communication development in preschoolers (e.g., verbal and nonverbal) 5.
	5 Describe cognitive development in preschoolers (e.g., acquisition of skills related to understanding, processing, and organizing information about the world around them) 5.
	6 Describe physical development in preschoolers (e.g., motor skills, strength, coordination, and sensory abilities) 5.6
	7 Explain how developmentally appropriate play impacts overall development of preschoolers in each domain (e.g., social, emotional, language and communication, cognitive, and physical) 5.7
EXAMINE EARLY ELEMENTARY AGE CHILD DEVELOPMENT (KINDERGARTEN THROUGH GRADE 3) 6	1 Compare and contrast characteristics of typical and atypical development in early elementary age children (e.g., physical and motor skills, cognitive, social, and emotional) 6.1
	2 Describe social development in early elementary age children (e.g., acquisition of skills and behaviors enabling interaction with others and understanding social cues) 6.2
	3 Discuss the emotional development of early elementary age children (e.g., acquisition of skills related to understanding, expressing, and regulating emotions) 6.3
	4 Describe language and communication development in early elementary age children (e.g., verbal and nonverbal) 6.
	5 Describe cognitive development in early elementary age children (e.g., acquisition of skills related to understanding, processing, and organizing information about the world around them) 6.5
	6 Describe physical development in early elementary age children (e.g., motor skills, strength, coordination, and sensory abilities) 6.6
	7 Explain how developmentally appropriate play impacts overall development of early elementary age children in each domain (e.g., social, emotional, language and communication, cognitive, and physical) 6.7
EXAMINE REGULATIONS, STANDARDS, AND GUIDELINES THAT PR EN YO	1 Identify different organizations/entities that regulate early childhood environments (e.g., Arizona Department of Health Services Bureau of Child Care Licensing Regulations and local fire departments) 7.1
	dentify voluntary options (i.e., accreditation, standards, guidelines, etc.) that promote high-quality in early childhood environments (i.e., DCC; NAEYC; NAFCC;

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		NSACA; FTF; FTF Quality First; QRIS; Arizona Program Guidelines for High Quality Early Care and Education: Birth through Kindergarten; etc.) 7.2
	3	Explain compliance with the Arizona Department of Health Services Bureau of Child Care Licensing Regulations (e.g., 10-Day Staff Training Checklist) 7.3
	4	Locate and describe the state standards of early development and high-quality learning environments (e.g., Arizona's Early Learning Standards, Arizona's Infant and Toddler Developmental Guidelines, and Program Guidelines for High Quality Early Care and Education: Birth through Kindergarten) 7.4
EXAMINE ESSENTIAL NUTRITION AND WELLNESS PRACTICES IN EARLY CHILDHOOD 8	1	Discuss personal care procedures for children (e.g., diapering and toileting, napping and resting, feeding and eating, and care routines) 8.1
	2	Construct menus and food experiences that meet food and nutrition guidelines for young children (e.g., MyPlate, Empower Guidebook, and CACFP) 8.2
	3	Explain the consequences of an unbalanced diet relating to childhood obesity and oral health (i.e., sedentary activities, chronic diseases, baby bottle tooth decay, etc.) 8.3
	4	Recognize special dietary needs of children (i.e., food allergies, preferences, choking hazards, medical conditions, etc.) 8.4
	5	Identify practices that promote safe food handling (i.e., handwashing before and during food preparation, proper food storage, food safety guidelines, personal hygiene, etc.) 8.5
	6	Explain the purpose of food guides in accordance with snack and meal requirements (e.g., MyPlate, Empower Guidebook, and CACFP) 8.6
	7	Explain how mealtimes can be used as learning opportunities to support children's development in all domains (e.g., social and emotional; language and communication; physical; and sensory) 8.7
EXAMINE ESSENTIAL HEALTH AND SAFETY PRACTICES IN EARLY CHILDHOOD 9	1	Promote physical well-being for children (i.e., conduct daily health checks, recognize abuse indicators, document injury and illness, etc.) 9.1
	2	Identify and wear appropriate clothing and shoes to ensure personal safety (i.e., closed-toe shoes, jewelry, etc.) 9.
	3	Identify possible health and safety hazards (indoor and outdoor) of childcare environments (e.g., compliance with appropriate licensing regulations) 9.
	4	Describe basic health practices and prevention procedures to reduce childhood illnesses and communicable diseases (e.g., safe food handling, handwashing, and cleaning and sanitation) 9.4

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	5 Describe cleaning and sanitation procedures (i.e., maintaining the facility, equipment and materials, laundry and dishwashing procedures, etc.) 9.5
	6 Identify basic First Aid and CPR techniques for infants and children (i.e., bleeding, choking, sprains, fractures, poisoning, etc.) 9.6
	7 Implement a plan for emergency procedures (i.e., evacuation, shelter in place, lockdown, etc.) 9.7
EXAMINE STRATEGIES TO BUILD FAMILY AND COMMUNITY ENGAGEMENT 10	1 Identify the family/guardianship role in the education of the child (i.e., primary support, create a home learning environment, encourage and support education, etc.) 10.1
	2 Identify ways to involve the family in the education of the child for their overall development and well-being (i.e., educate families, provide multiple modes of communication, build relationships, etc.) 10.2
	3 Discuss a variety of strategies to welcome and engage all families (i.e., family conferences, parent night, home-school connections, special events, etc.) 10.3
	4 Describe components of effective family conversations in an early childhood setting (i.e., active listening, two-way communication, support and assist with homework and projects, etc.) 10.4
	5 Describe strategies to enhance community engagement (i.e., library, fire truck, field trips, family resources, etc.) 10.5
	6 Describe the appropriate informal (i.e., verbal updates, email or text messages, etc.) and written communication with family members (i.e., newsletters, handbooks, progress reports, etc.) 10.6
EXAMINE DEVELOPMENTALLY APPROPRIATE GUIDELINES, STANDARDS, AND PRACTICES TO MAXIMIZE LEARNING EXPERIENCES 11	1 Explain how the Arizona Infant and Toddler Developmental Guidelines may be used to guide the development of learning experiences and opportunities for young children birth to 36 months 11.1
	2 Explain how the Arizona Early Learning Standards may be used to guide the development of learning experiences and opportunities for preschoolers 3 to 5 years 11.
	3 Explain how the Arizona Academic Standards may be used to guide the development of learning experiences and opportunities for early elementary children in kindergarten through grade 3 11.3
	4 Describe developmentally appropriate practices as outlined by NAEYC (i.e., strengths-based, play-based approach, culturally, linguistically, and ability appropriate for each child, etc.) 11.4
	ractice asking questions that prompt children's thinking (e.g., why-, what if-, ow-, opinion-, and other open ended-questions) 11.5

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	6 Explore ways to acknowledge and encourage children's efforts and provide specific feedback that goes beyond simple acknowledgement and praise (i.e., eye contact, body language, listen, reflect, and react, etc.) 11.6
	7 Explain how to create challenges and scaffold children's experiences to support growth, development, and learning (i.e., ask prompting questions, make suggestions, build off prior knowledge, etc.) 11.7
	8 Identify developmentally appropriate technological aids and media resources that align with children's cognitive abilities and developmental stages to support learning (i.e., Empower Guidebook, NAEYC, AAP, etc.) 11.8
	9 Discuss instructional strategies to meet individual and group needs (i.e., 504 plan, gifted education, IEP, IFSP, RtI, UDL, ELL, etc.) 11.9
	10 Explain the content interconnection across the domains of learning as essential for developing a holistic and integrated approach to education (i.e., emergent, experimental and cooperative learning, exploration and extension of child's interests, etc.) 11.10
	11 Demonstrate culturally responsive practices in the classroom (i.e., seek to understand students and the community, family involvement and engagement, incorporate diversity in lesson planning, etc.) 11.11
EXAMINE DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENTS FOR YOUNG CHILDREN 12	1 Describe infant learning centers as an indoor or outdoor area of learning and playing, and select appropriate materials and equipment for development (i.e., spaces for group experiences, privacy, storage, and display; toys and materials that represent the cultures, interests, and learning goals; safe, diverse, and developmentally appropriate, equipment for care routines; etc.) 12.1
	2 Describe toddler learning centers as an indoor or outdoor area of learning and playing, and select appropriate materials and equipment for development (i.e., spaces for group experiences, privacy, storage, and display; toys and materials that represent the cultures, interests, and learning goals; safe, diverse, and developmentally appropriate, equipment for care routines; etc.) 12.2
	3 Describe preschool learning centers as an indoor or outdoor area of learning and playing, and select appropriate materials and equipment for development [i.e., spaces for group experiences, privacy, storage, and display; toys and materials that represent the cultures, interests, and learning goals; safe, diverse, and developmentally appropriate; common preschool learning centers (i.e., blocks, science, music, etc.)] 12.3
	4 Describe early elementary centers as an indoor or outdoor area of learning and playing, and select appropriate materials and equipment for development [e.g., Science, Technology, Engineering, Art, Math (STEAM)] 12.4
	5 Describe how to set up an environment to facilitate planned and spontaneous indoor and outdoor activities (i.e., accessibility, room arrangement, spacing,

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	etc.) 12.5
	6 Develop a daily schedule (i.e. predictable, routine, responsive and flexible schedules, etc.) that meets the learning and developmental needs of children and allows for teacher-initiated and child-initiated activities with limited transitions 12.6
	7 Recognize environmental considerations for children with special needs (e.g., adaptive devices, accessibility, and sensory accommodations) 12.7
EXAMINE DEVELOPMENTALLY APPROPRIATE AND MEANINGFUL LEARNING EXPERIENCES 13	1 Describe the basic components of a learning experience plan (e.g., learning objectives/goals, appropriate materials, and evaluation/assessment) 13.1
	2 Examine opportunities or experiences that promote social/emotional development in infants, toddlers, preschool, and early elementary age children (i.e., positive reinforcement, conflict resolution skills, cooperative learning, positive role modeling, etc.) 13.2
	3 Examine social studies' concepts through everyday social and environmental interactions in infants, toddlers, preschool, and early elementary age children (i.e., community engagement, global and environmental awareness, current events, etc.) 13.3
	4 Examine learning opportunities or experiences that foster language and literacy development in infants, toddlers, preschool, and early elementary age children (i.e., read-aloud, singing songs, phonemic and vocabulary activities, storytelling with puppets and props, etc.) 13.4
	5 Examine hands-on mathematical learning opportunities or experiences that nurture the natural drive to explore and experiment with numbers, shapes, measurement, and patterns in infants, toddlers, preschool, and early elementary age children (i.e., prior experience and knowledge, problem-solving and reasoning, active play and use of manipulatives, etc.) 13.5
	6 Examine science-learning opportunities or experiences for infants, toddlers, preschool, and early elementary age children (i.e., hands-on activities, exploration, inquiry, discovery, etc.) 13.6
	7 Examine learning opportunities or experiences that promote physical development in infants, toddlers, preschool, and early elementary age children (i.e., safe environments that encourage physical exploration, equipment to create experiences promoting fine and gross motor skills, limited restrictive equipment, etc.) 13.7
	8 Examine creative fine arts' experiences that nurture creativity and self-expression in visual arts for infants, toddlers, preschool, and early elementary age children (i.e., process rather than product, variation of tools, imagination, self-esteem, etc.) 13.8

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	9 Examine creative fine arts' experiences that nurture creativity and self-expression in music and creative movement for infants, toddlers, preschool, and early elementary age children (i.e., cross-curricular use of music and movement, safe use and care of musical instruments, etc.) 13.9
	10 Examine creative fine arts' experiences that nurture creativity and self-expression in dramatic play for infants, toddlers, preschool, and early elementary age children (i.e., puppetry-uses and benefits, role-play stories and real-life experiences, etc.) 13.10
	11 Conduct a developmentally appropriate learning experience for infants, toddlers, preschoolers, and early elementary age children 13.11
	12 Conduct a reflective evaluation of a learning experience including the mastery of objectives based on evaluation/assessment results (i.e., purposeful observation, connected standards or guidelines, support child learning, continuous improvement, etc.) 13.12
EXAMINE STRATEGIES THAT FOSTER AND PROMOTE PROSOCIAL BEHAVIOR IN YOUNG CHILDREN 14	1 Describe techniques and strategies to encourage empathy, cooperation in play and learning including respect for the rights and property of self and others (e.g., model empathy, discuss emotions, and acknowledge feelings) 14.1
	2 Identify techniques to encourage children to identify, express, and regulate their emotions appropriately (i.e., read and interpret cues, model appropriate regulation of emotions, name feelings, observe behaviors behind the feelings, etc.) 14.2
	3 Model problem-solving and conflict-resolution skills with children (i.e., approach calmly, stop hurtful actions, acknowledge child's feelings, gather information, restate the problem, discuss solutions, provide follow-up support, etc.) 14.3
	4 Incorporate transition techniques to maximize learning (i.e., limit transitions, provide warnings, establish routines, plan ahead, use songs or chants, etc.) 14.4
	5 Recognize behaviors in children that may require strength-based trauma-informed care (i.e., sudden change in behavior, eating poorly or sudden weight loss, nightmares, unusual amounts of crying or screaming, etc.) 14.5
	6 Explain how a child's behavior may be affected by changes in their home, school, and community environment (i.e., continuity of care, socioeconomic and ecological factors, etc.) 14.6
	7 Explain developmentally appropriate approaches to the positive guidance of young children (i.e., specify expectations and limitations, redirect behavior, model conflict-resolution skills, positive language, etc.) 14.7
	8 Identify activities that demonstrate respect for culture, language, and individuality and create a caring community of learners (i.e., books, storytelling, role playing, songs, games, art, etc.) 14.8

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EXAMINE OBSERVATION AND ASSESSMENT STRATEGIES IN EARLY CHILDHOOD SETTINGS 15	**1** Identify methods of documenting observations of young children to gain a comprehensive understanding of development, needs, and interests (i.e., checklists, running records, structured observations, etc.) 15.1
	2 Compare and contrast subjective and objective documentation/statements (i.e., opinion vs. fact, description of observable actions, refrain from assumptions and judgment, etc.) 15.2
	3 Identify various forms of data that can be utilized in observation and assessment (e.g., family information cards, anecdotal notes, and photographs) 15.3
	4 Explain the role families and caregivers play in the observation and assessment process of young children to strengthen the partnership between home and school (i.e., provide background information, collaborative insight and concerns, advocacy, etc.) 15.4
	5 Identify ways to use data to inform instructional and guidance practices and possible referral for formal evaluation (e.g., collect, analyze, and interpret) 15.5
	6 Observe and record behavior and development by using various forms/tools for observation (i.e., anecdotal notes, developmental checklists, work samples, etc.) 15.6
EXAMINE PROFESSIONALISM AND LEGAL AND ETHICAL PRACTICES IN THE EARLY CHILDHOOD EDUCATION PROFESSION 16	**1** Identify the qualifications, skills, and aptitudes needed to work with children (i.e., ADHS staff requirements, child development knowledge, strong communication skills, flexibility and understanding, creative ability, problem-solving skills, classroom management, compassion and empathy, etc.) 16.1
	2 Explore career pathways (i.e., pediatric nursing, social work, child psychology, etc.) and requirements within the early childhood education profession (e.g., early childhood professional teacher certification) 16.2
	3 Discuss positive interpersonal behaviors with children, families, colleagues, and supervisors (i.e., two-way communication, collaboration, maintaining positive relationships, etc.) 16.3
	4 Define child abuse (e.g., abandonment, inability to control a child, suspected mental, physical, and/or sexual abuse) and neglect (e.g., physical, educational, emotional, and medical) as described in the Arizona Revised Statute (ARS 13-3623) 16.4
	5 Explain state law in reporting suspected child abuse or neglect as presented in ARS 13-3620 (e.g., process and mandates) 16.5
	6 Identify confidentiality issues and strategies to handle them effectively (i.e., academic progress, behavior issues, child observations, abuse and neglect matters, etc.) 16.6

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7 **Explain the role of professional organizations in early childhood education (i.e., NAEYC, NAFCC, Council for Professional Recognition, etc.)** 16.7

8 **Identify the role and initiatives of state agencies that support the professionalism of early childhood educators (i.e., FTF, ADHS, DES, ADE, etc.)** 16.8

9 **Describe the resources and benefits available through the Arizona Early Childhood Workforce Registry (i.e., classes and trainings, annual licensing requirements, professional development, work experience, First Things First College Scholarships, etc.)** 16.9